

DOCUMENT RESUME

ED 275 807

CE 045 053

AUTHOR Boyd, Joshua
TITLE Pre-Service Training for Volunteer Teachers of Adult ESL Learners: How to Facilitate Communicative Competence in the Classroom.
PUB DATE Oct 86
NOTE 27p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-26, 1986), Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)
PUB TYPE
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Communicative Competence (Languages); *English (Second Language); *Second Language Instruction; Second Language Learning; *Teaching Methods; *Verbal Communication

ABSTRACT

The English as a Second Language (ESL) method variously described as communicative methodology, communicative approach, or Communicative Language Teaching refers to a focus on the use of language to communicate. A communicative approach recognizes that the yield or payoff for a learner is related to the opportunities given the student for self-investment in the learning activities. The learner needs to be motivated or rewarded through engaging in extended conversation in a real context, transacting communication of personal interest, engaging in unrehearsed discourse, and participating in conversation on real topics, using real language, in real time. Communicative methodology promotes active involvement of learners through activities such as task- or goal-oriented group projects. Criteria to consider in preparing, selecting, or evaluating communicative activities and materials include purpose, content, need, negotiation, and teacher role. (Attachments include samples of student work that resulted from learning activities, 10 sample activities that have been used with adult learners to promote oral communication, and a list of references.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED275807

PRE-SERVICE TRAINING FOR VOLUNTEER TEACHERS OF ADULT ESL LEARNERS:
HOW TO FACILITATE COMMUNICATIVE COMPETENCE IN THE CLASSROOM

Joshua Boyd

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J Boyd

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE045053

Pre-Service Training for Volunteer Teachers of Adult ESL Learners:

How to Facilitate Communicative Competence in the Classroom

Presenter: Joshua Boyd, Texas A&M University #353

My proposal objectives indicated my desire to address current research findings and classroom practices in promoting the acquisition of communicative competence and to share some techniques and activities that I have used with my adult learners to promote oral communication. As a practitioner and teacher trainer my personal interests have focused on ESL methods, especially on the area variously described as communicative methodology, communicative approach, or Communicative Language Teaching (CLT). Broadly defined it refers to a focus on the use of language to communicate as opposed to a focus on language form. It also gives added, though not exclusive, emphasis to the development of oral language skills. Dulay and Burt (1975) pointed out that much of the material that has been available in the past has focused largely on language structure rather than content, ignoring almost completely that in normal speech the attention of all participants is on the message and not on its form. (p. 31) Inordinate preoccupation with language structure may create language that is unnatural and of little communicative value. Communicative Language Teaching practices, although varied, do share some similarities. According to Taylor and Wolfson (1978) they focus on (a) communicative competence as the goal of instruction (b) interaction between learners and environment as the major objective of all activity, and (c) the process of using language as the focus of learning (i.e., strategies for understanding and for negotiating meaning). There are important rules of sociolinguistic behavior. These include knowing suitable topics of conversation for diverse situations and with a variety of speakers. It also includes an awareness that the force of

a sentence may reside more in the way in which the words are spoken than in the actual selection of words. Pragmatics (e.g., conversational rules concerning such things as turn taking, changing the subject, and interrupting), haptics (e.g., appropriateness of touching) and, proxemics (e.g., appropriate distance between speakers) are all culturally determined and may create problems when not understood. Our learners from other countries may not perceive the same "reality" as a native-born American. Appropriate behavioral responses in specific situations may be addressed through a problem solving approach (Seelye, 1974).

A communicative approach recognizes that the "yield" or "payoff" for a learner is related to the opportunities given the student for self-investment in the learning activities. It has been said that the usefulness of a course is proportionate to the degree of its contact with learner interests and extent of its penetration into his or her emotions. In the words of Littlejohn (1983) we need to move away from the traditional teacher's attitude of "I know you need this" in the direction of the learner's "I know I need this." (p. 597) This implies that the learner needs to participate in some way in course management. What are the incentives and rewards available to the learner? According to Stevick (1971) they will hopefully include opportunities (1) to feel satisfaction from accomplishment (2) to send and receive real messages (3) to gain information that will be helpful now and in the future (4) to be energetic in trying to understand utterances and, (5) to cultivate personal relationships with persons of interest to the learner. (pp.23-25). In a related vein, Taylor (1983) summarized the features of real communication which have applicability to the development of communicative methodology. They pertain to occasions

in which the learner can (a) engage in extended conversation in a real context (b) share knowledge not known by all participants (c) transact communication of personal interest (d) engage in unrehearsed discourse and, (e) participate in prolonged conversation on real topics, using real language, in real time. (pp.73-74).

It is obvious that the teacher will be involved in the preparation of materials appropriate for a particular group of learners. In discussing the needs of the "whole" learner Stevick (1980) addressed the formation of guidelines for materials preparation. He said there should be (a) something for the emotions as well as for the intellect (e.g., beauty or conflict) (b) occasions for interactions among learners (c) opportunities for the learners to draw upon present realities in their lives as well as on future goals (d) times when learners can make choices of self-commitment and, (e) a sense of security communicated through the materials. The author further stated that differences in progress among students is less when the material is true, of importance to the learner, and autobiographical. (p.200).

Communicative methodology will promote active involvement of learners through activities such as task - or goal - oriented group projects. The projects include information gathering, problems solving, debates and discussion, and discourse with invited native speakers. The teaching tools of the "jigsaw" and "task dependency" assist in creating real communicative situations. A jigsaw activity requires the pooling of information since each learner has not been given the same information. Vogel, Parks, Thibaudeau, and White (1982) suggested an additional way

to create an information gap. Learners can be provided with information that is slightly beyond the capacity of individual learners to take in completely. This will encourage the pooling of information among all members of the group. A task dependency activity requires the completion of sub-tasks assigned to individual learners. Information is then pooled to complete the overall objective (Roberts, 1983; Taylor, 1983; Johnson, 1982). Socio-drama was proposed as a catalyst for social interaction by Scarella (1978). The learners engage in role playing trying to enact a solution to a social problem which has been stated with an open end (i.e., the participants must decide for themselves the appropriate answer or solution to the problem). The problem when first stated must include at least one conflict of relevance for the learner. Open-ended scenarios were suggested by Di Pietro (1982) in which new information or new developments would be given out in phases instead of all at once. The intention of the activity is to emulate real-life verbal interaction where conversations change directions repeatedly in response to the introduction of new information and events. The use of drama in the learning of English was advocated by Via (1972). He noted that drama is all communication and that in good drama the language is normal and accurate.

In preparing, selecting, or evaluating your communicative activities and materials there are certain criteria you may wish to consider. These are in no way absolute or complete but may serve as guidelines.

PURPOSE - Is the activity based upon the learners' need to know? Is there an exchange of information and/or opinion?

CONTENT - Does the activity focus on what is said rather than how it is said?

NEED - Does the activity engage the students' desire or

need to communicate? Is the potential "yield" worthy of self-investment?

NEGOTIATION - Are the learners encouraged to interact - to attempt to understand and to be understood?

TEACHER ROLE - Is the activity so structured that the learners may proceed on their own using the teacher as a resource and facilitator?

I presently instruct in the evening division of San Antonio College. I have a group of twenty-two advanced adult learners. We meet for four hours once a week. I favor a communicative approach, one that focuses on an interactional view of language. My goal is to assist them to become competent users of English. Competence to me implies adequate control of language structure and the ability to use language that is appropriate for the social context in which it occurs. As native speakers our linguistic behavior is dictated largely by social context. Our ESL learners struggle just to learn literal meanings of words. They do not control many para-linguistic features that are essential to accurate communication. Non-verbal behavior for example is largely culture-specific. Our tone of voice often belies the literal meaning of our words. One common feature of English discourse that is ignored by textbooks is the indirect response. We frequently respond indirectly to questions that seem to require a simple "yes" or "no".

In my classes my initial efforts are directed towards helping all of us to get acquainted with one another. As a matter of fact this is a continuing objective throughout the course. We spend time learning names and practicing them. Learners work in pairs learning about background, aspirations, family, likes and dislikes in various areas and reasons for studying English. Learners report their partner's information to the class - not his/her own. Many of the oral activities can be assigned as written homework. Volunteers share

their written work with us and interaction develops from questions that arise from that reading. Autobiographical sharing is instrumental in developing a sense of community. I believe that self-revelation is very important in establishing a good learning climate. It helps to promote validation of class members both as learners and as persons.

Learners have their own perceptions of people and life in the United States. To help me to tune in to their thoughts I make one assignment, usually written, to communicate with a friend back home and give them information about life in the U. S. and some helpful advice about coming to visit or to live here. One of my activities asks the learner to describe the perfect husband, wife, teacher, bus driver - any person of their own choosing. We discuss our best days and our worst ones - our best experiences and our most frightening ones.

I find process compositions (oral and written) to be useful for letting learners share their expertise in a step-by-step sequence. I've heard interesting presentations on how to change a tire, to bathe and diaper a baby, to assemble a generator, and to catch a fish. All of these presentations have the potential of generating interaction.

Small groups can be vehicles for interaction of a serious nature or for more light-hearted ones such as solving riddles or word problems. Each group selects a secretary and a spokesperson. Group decisions are shared orally or written on the board. Majority decisions rule but minority opinions are given opportunity to be heard.

Consensus activities involve the learner in give-and-take and the opportunity to convince by reasoning. Consensus of opinion means the opinion of all or most learners in the group.

In the following section I will share with you samples of my students' work that resulted from our learning activities. After that I will present some specific learning activities.

Motivation for Studying ESL

#1 Minh (Vietnam)

What is your educational goal?

I have been training my educational to raise acknowledge and know how to live better. I also want to now how to behavior with everyone whom living around me. A society whose I am living and working. Beside, I need also to training myself a skill in order to I can find a certainly job. Finally, I always hope I will increase to my family a happily life.

Is there a specific topic you wish to explore in English?

Yes, I think so. Because of my present in USA. I have to know what the American people talking about is? And I want also understand what are they thinking? Afterward, I can activate with every body.

With whom do you speak English outside of class?

I have got in touch with my foreigner friends whom working together. at Tandy Corporation Computeur Company. Some time, I have been talking with all of American whom I meet outside of class.

Advice to a friend coming to live in the U.S.

#2 Lo (Vietnam)

Dear Lien

Today in my classroom the teacher want me to write a letter for friend and I think about you, I write for you know about United States.

Most people live United States, If you want a good job for in the future, you need go to school after finish school you get a best job and you can teach for the children because most parent want their childrent to be perfect. If you don't go to school, you don't go to work you stay home get the food-stamp and wellfare. it is very bad. It is suggest I think about that. I don't have time to write for you some more I hope next time I explain you understand better

Sincerely
Lo

#3 Yasuko (Okinawa)

Dear Yukiko,

You have asked me for suggestions on how to get along in the United States. I have been here 6 years, but I still fear strangers by myself. It is very hard to give advice, but I have found some of "do's" and "don'ts" helpful.

First, do in the United States as the Americans do. I know it is hard to do all of at a time, but you can do a little at a time. Customs makes

all things easy. Use the expressions, "Please," "Thank you," "no, thank you," and "you're welcome" all the time: They are very important and usually work real well

There are some things you shouldn't do. Don't be bashful. If you have question, don't be afraid to ask. But never ask people their age, weight, and race. You might hurt them. Don't be late for appointments: If you can't make, you should call off. Americans respect time and expect everyone to be on time. Don't be Japanese smile. It only feels uncomfortable for Americans.

Well: That is all, I can think of it. I hope I have been of some help to you.

Sincerely yours,
Yasuko

#4 Thuy (Vietman)

To Be A Good Wife

To my opinion the person who want to be a perfect wife have to follow this information.

The wife have to love, forgive, and share with her husband. The important thing is the sacrifice to each other.

The wife have to take care the meal, the clothes, the children, and some chores around the house. The wife also have to know how to keep the budget in the family. If the wife have a well social that make the husband proud about that. The good wife always convince husband not to get drunk and smoke. The wife maner is very important in the family because most children will be good, or will be bad that depend on the wife in the family.

But the wife should not let the husband act like a boss with her. Both wife and husband have the rights as the same wife and husband try to sacrifice and share to each other that will make happy family.

Autobiographical Information

#5 Leonid (Russia)

I was born in an average Ukrainian town, in Russia. Town population was about 200,000 and consisted essentially (largely) of Russian, Ukrainian and Jews. I remember my childhood rather well. I remember our home, wide back courtyard, orchard with apple and cherry and plain trees, kitchen garden, where grew tomatoes, potatoes, sun flowers and corn. My family was not large: my father, my mother, oldest brother, myself and the nurse, who took care of us and helped our mother. I attended middle school when I was 7 years old. War between Russia and Germania began 2 years later. Our town was bombed by Germany bomber. One of the first hospitals were overloaded by wounded people both peaceful and military. People told about tremendous cruelty from the Germans. The town started to evacuate We left our home and all possessions and moved to Saratov, approximately 4,000 miles from our town. Hunger, disease and total disaster followed us. My older brother and four uncles were killed in struggle with the Nazis on the front line. My grandfather was stranded in Kiev, capital of Ukrain, along with 800,000 peaceful people all being executed by the Nazies.

This unforgettable time has stayed in bedded in my heart and mind. It created in me a deep hatred and disgust toward war and violence. We moved to Kishinev, capital of Moldavia, after the war. There, in this southwestern part of USSR I received my earlier education. I graduated from high school, then from polytechnical Institute with a degree in Mechanical Engineering with emphasis (major) in automotive design. I've worked as an engineer designer for twenty years. Twelve years ago I met my wife, Zina. She was a university graduate with a degree in chemical engineering. We have been married ten years. Five years ago we decided to move to America. This act was a silent protest against political rules of Russian Government and struggle for our basic human rights. People cannot fight against political rules of their government. Such an open show of opposition would be followed by prosecution. Our application for leaving our country signified losing so called civilian rights, job, social position, housing and even citizenship. We expected and we went through difficulties only a refugee can know. Our family and my parents arrived in US on June 12, 1980. I am currently working with Holt compressor systems. My wife has an interesting job as a chemical engineer. My child is attending kindergarten. We have a home in the Harmony Hills Area. But above all, we have here what I could not obtain in my native country, freedom! We came to America not as takers. We try to do all that is possible to make our knowledge and experience useful for U.S.A.

#6 Abner (Mexico)

I was born in the God's year of 1956 in a presbyterian family, and I was called Abner in remembrance of King David's Captain.

I attended 6 years to elementary school, until I was 12 years old. In that time I learned most of the things I know now.

My town is a small mining one, with very hot weather in summer and very cold weather in winter and I spent most of my life there.

My recreation activities by that time were, to kill little birds, to catch some catfishes, to climb big trees, and in spite of I Lived near of a big river, I never Learned swimming.

I grow in a good way beside good people.

Relate the most frightening experience of your life.

#7 Ellen (Bolivia)

I'll tell you something about elevators that happened me three years ago.

We were leaving on the twelfth floor at the Glorya Apartments in La Paz.

"My son was sick and my husband wasn't at home. I needed go to the Pharmacy to get some medicines. It was eleven in the night. I left my son with the maid and when I was in the elevator the light was off and I couldn't see anything. I only heard a strange sound. I started to yell asking help but maybe every body was sleeping. After 10 minutes more or less the train man heard me and run to help me but it was terrible for me, because I always hate elevators and I was so afraid about a dark close place." The only thing I had learned about it is I never will enter again any place like that.

#8 Sarin Ing (Cambodia)

I was born in Cambodia. When I was 20 years olds I left school and started to work for Cambodia Air Force as Electrician. In 1975 my country has been taken over by Communism. All the Sodiers and the people lived in the city had been moved by the Communism Soldier to the mountain other far away from the cities. I was trouble on that time because I had been thinking all the time I will be Kill other time in the future When the communism knows me. I had moved many places in Cambodia because I worried some times they I had got to other place. I never saw my family in that time because I was American Air force.

#9, Panaghiotis (Greece)

In the summer of 1974 I was in the war of Cyprus. I remember in a battle on mountain Kereniea. When was almost finish the battle, and the night was coming suddenly fire was around me and the others soldier. All the tree around us made hot, and was impossible to leave from there. We are in this side until 10 p.m. Suddenly it was raing and the fire extinguised. But the war was continue. This was the most frightening experience in my life. Six hours in the fire. Maybe for an other time the God of Greece helped us.

#10 Anselma (Mexico)

The most frightening experience in my life. Was when my husband had an accident. September 9, 1975 at night 11.P.M. the telephone rang. I went to answered when I heard, you husband has an accident. I was asking where is, where tell me. Is in the Bexar County, Hospital. I can't belive. My brother and law call again to the hospital he wasn't there. I call to Baptist hospital and they told me, Mr. Antuna is here. On the way to the hospital. I saw two police car burned, and my husband truck too. I stared to cry. I was thought, my husband death. When I was intered to the hospital, I went to the radiology. I saw my husband, and I said thanks God.

SAMPLE ACTIVITIES

#1 Interview Questions

1. What is your name and country of origin?
2. What is your marital status?
3. How long have you been in San Antonio?
4. Tell me why you left your country.
5. Will you return to live in your country someday?
6. What languages do you speak?
7. What are your reasons for studying English?
8. What are your plans for the future?
9. Do you ever buy records or tapes? If yes, what kind?
10. Do you read any magazines on a regular basis? If yes, Which ones?
11. Do you have a favorite T.V. program? Why do you like it?
12. Do you have a favorite sport? (Participant or spectator)
13. What is one thing you would like to learn before you die?
14. Is there something you want badly right now and can't afford?
15. What do you see yourself doing twenty years from now?
16. What kind of music do you prefer?
17. What animals have you had as pets?
18. Mention a book (person) that has influenced your life (thinking)

#2 What Were You Doing Then

The question that must be answered by each learner is, "What were you doing on the third Monday of September, five or ten years ago, in the afternoon?" I do not assign this as homework because it loses its spontaneity. The results are often surprising and may generate extended class discussion.

#3 Buildings and Structures

The Building and Structures activity is designed to include well-known locations or structures within the countries of my students. This exercise has been an important one for several students who come from small countries that are seemingly unimportant on the world scene. It gives opportunity to show pride in one's own culture. Each Learner, in a previous class, turns

in the name of a building or structure with a paragraph describing its significance. Then, each group is given the same list and asked to tell where each structure is located and why it is important.

- | | | |
|--------------|-------------------|------------------------------|
| 1. Aswan Dam | 5. Alhambra | 9. Angel de la Independencia |
| 2. Angkor | 6. Pentagon | |
| 3. Parthenon | 7. Sistine Chapel | |
| 4. Taj Mahal | 8. Maracana | |

#4³ Task Dependency Activities

Assignment: to plan, make assignments, and carry out end of semester class party. (Location, food, transportation, costs, entertainment)

- #5. Plan a trip for your group (outside of Texas) Make individual assignments - Considerations: destination, route, transportation, lodging, costs, itinerary, historic sites, what to take, time of year, etc.)

#6 Shoe Store Problem

The Shoe Store Problem involves a mathematical word problem that will generate quick (and usually incorrect) answers. Learners work in small groups.

Problem: A man went into a shoe store to buy a twelve dollar pair of shoes. He handed the clerk a twenty-dollar bill. It was early in the day, and the clerk didn't have any one-dollar bills. He took the twenty-dollar bill and went to the restaurant next door, where he exchanged it for twenty one-dollar bills. He then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit twenty-dollar bill." The clerk apologized profusely, and took back the phoney bill and gave the restaurant owner two good ten-dollar bills. Not counting the cost of the shoes, how much money did the shoe store lose?

Pfeiffer and Jones Vol.4 p.5

EXECUTIVE CONDO, IN-10 & WURTBACH, 2-7-7, pool, tennis, dishes, cable 685 691-2961

FAIRDALE
1 Bedroom Apartments, Conv. FL
Sam. Windsor Park, IN-103
1260 FURN

6600 Fairdale
656-1001

FREE APARTMENT LOCATING
223-3333

FURNISHED APARTMENTS
IN ALL AREAS
\$750 AND UP

FREE SERVICE
223-3333

GARAGE apt single/couple, \$250,
\$100 dep bills pd, 734-6856 dm

HIDDEN MEADOW
1 Bedroom Apts, Conv. Lockland,
Med Ctr, 410 West All Adult.
1245 FURN
510959 Wurzbach
684-3311

JEFFERSON AREA: 1-bdr,
kitchen & living area, garage
apt for professional or student,
\$250, utilities included 733-0613

LACK/Kelly, clean 2 bdr, 1 bath
Mobile, furn., \$285, 673-6696

LARGE 1 bdrn, fully furnished,
water paid, near Woodlawn
Lake \$225 681-0277 734-3638

Lexington Hotel Suites
4934 N.W. Loop 410
680-3251

MONTE Vista area: 1 bdrn,
water pd, near SAC & Trinity,
\$260mo + \$175 dep. 733-6511

NEAR San Pedro & Hildebrand,
wall-to-wall, 1 bdrn, exc. loca-
tion at 421 W. Eismere, \$250 +
utilities, 735-5718

OLMOS CLUB
Efficiency & 1 Br. AD Adult.
1265 FURN
800 Basco Rd
(Between San Pedro
McCullough)
733-6303

QUIET secluded 1 bedroom effi-
ciency, \$250/mo, all bills paid,
available on 9-15 Close to mall
and medical center. 696-5940

SAC/Trinity area, furnished, 1BR,
very quiet and private. All bills
paid, \$300 + depo. Mature
working singles only. 732-8304

SENIOR ADULTS, 1 bedroom,
large patio, privacy fence,
quiet, nr busline, \$375 + elect.
Call Pat 271-9831 or 349-8175

STARTING AT
\$330

• No Lease
• Free Utilities
• Efficiencies, 1 & 2 Bedroom
• Fully Furnished
Day • Week • Month

LEXINGTON
680-3351
4934 N.W. Loop 410

TRAILER APT. NO PETS, 333
Fredericksburg Rd. 734-0646

UNIVERSAL CITY: 1 Bedroom,
Poolside, \$195 Up. Most bills
paid. Call 658-6223; 496-6453

WALK to Ft. Sam, clean & cozy
1 br, rent w/ky/by mo 924-9869

WANTED Professional adult to
rent my 2 bedroom apt, loaded,
near Medical Center, \$225. No
pets please. 434-8653

1/2 BR, just remodeled, new carpet/
paint, \$245 mo, gas and water
paid. Adults only, no pets. 418
E. Evergreen, 695-9080

\$100 OFF 1ST MO. RENT
FOR NEW RESIDENTS
Low deposit/Covered Parking
Close To Kelly/Lockland
673-8691

\$230 MO. FURNISHED
Brand New large efficiencies,
1 BRs, Unfurn \$245, Furn \$298
Summer Place Apts, 1474 Hil-
crest, Adults Only. 435-0065

527 W. Woodlawn: 1br, \$250, \$100
dep, util. paid, 2012 W. Mul-
berry, 1br, \$250, \$100 dep, 436-
1419, 224-2651

938 West Craig Apt. 4, \$285,
\$100 dep, 2br, utilities paid. 436-
1419, 224-2651 After Sun

Furn. Apts. South 402
APT utilities paid, near Red
Barn, working person. 534-0024

BRIGADOON
Furn. & unfurn Apts. From \$230
Mo. 3550 S. Govers. 534-1366

AAA Locators. Free Service.
We Take You 694-6330

A ADULT
Intimate private 1-1 Townhome,
patios, skylights, redecorated,
spacious. Convenient to SAC,
Trinity & Ft. Sam Houston
Free microwave \$295 490-2136

A bit off Broadway, Quiet 1 br,
water pd only \$195, 342-8875

ADULTS, 1 Bedroom \$300/mo,
\$150 dep Great place to live
Call for social. 824-6177

ADULT, 135 DeChonle (Apts)
1-1 \$245, 2-1 \$265, 734-0771

A FAMILY HAVEN
\$199 move-in. Huge 2-2/2 town-
house w/closets, cabinets
patio, pool, tennis, gas, water
ed bus, schools nearby \$320
CALL APT HUNTERS 699-3000

ALAMO HEIGHTS: 1-1, Large
apts, french doors, patio &
balcony 829-0138, 824-4265

ALAMO HEIGHTS: Spacious 2-1
Townhome Apartment 822-4575

ALAMO HEIGHTS: 1 Bedroom
Unfurn, carpet, air cond, air
no children/no pets. 829-2145

ALAMO HEIGHTS: 2-2 & 1-1
apts. Spacious with balconies
829-0138, 824-4265

ALAMO HTS: save \$100 rent ex-
change cleaning & moving 829-
7040

ALLENA 915: Near school, 1
bdrn, \$275. Water pd. 341-2082

A lovely large efficiency, \$198,
Jett area. 826-1827, 733-8723

AMAZING 1 bedroom, bath,
water paid, \$235, 662-8679 or
829-4556

APTS (2) SAC area, 2 BR, 1 1/2
BA, FP, 1 BR with dining
room. 655-8088

ATTN: ROOMMATES New 2-2 apt,
NE, ceiling fan WD conn, sec
alarm. \$354/mo. Action 690-1212

ATTRACTIVE, Spacious, central-ly
located 1 & 2 Br Apts. EH
Sts. at \$275. Special 1 mo free
w/ a mo lease. Home environ-
ment. Sect 8 welcome. 349-1067

ATTRACTIVE EH \$198: 1 Br
\$260, w/pool, conv duntwn off
McCullough. 732-6225

ATTRACTIVE: Le 1 Br Duplex,
perfect for single person, car-
port, \$250. Fred. Rd area. 655-
9874

ATTRACTIVE 2br apartment,
Alamo Heights area, washer
dryer, pool, \$450/mo, 828-3930

AVAILABLE Nice 1 & 2 Br
unfurnished, 3519 Grant Ave.
No children, no pets. C/M/A
\$260-\$310. Dep \$100. 732-5211

A 2-BEDROOM \$275
2-2 Apt. Pool, tennis, commercial
elec. Be in Today 344-8500

• • BLANCO/Hildebrand 2bd,
appt/washer/dryer, fence, or pri-
vate not complex \$295. 434-6477

BLANCO & WEST AVE
2-1 or 1-1. Section 8 qualified.
Days 497-8844, nights 342-1764

BRAND new 3-2 off Walzem,
Carpet, drapes, fenced, water
paid. \$450/\$200 dep. 655-8842

BROOKHOLLOW AREA: Large
2-1 1/2, appt, wash/dry. Water
pd. \$385 1-Mo Free. 349-8347

CENTRALLY LOCATED
\$50 dep. New 1 Br, washer/
dryer, micro, c/fan, icemaker
\$285 mo. Be in Today 344-1527

CENTRALLY LOCATED 1 & 2
bdrn apts., F.P. microwave
WD conn. \$235 & up. 690-1212

CHURCHILL ESTATES
New townhomes. 2-2 + 1off.
Fenced yards, micro, icemak-
er, 3 ceiling fans, small pets
welcome. \$475
492-5999, 341-9133

COMPLETE MOVE-IN \$99
Lovely 1 Br Apts, all appts, pool,
cent. loc. City views. ONLY
\$236. Be in Today 344-8500

CONVENIENT to SAC and down-
town, 1 bedroom, 1 bath, effi-
ciency, \$248, 2 bedroom, 1
bath, \$340 426 W. Woodlawn.
494-3952 all day

CORV North Star, Lovely 2-2,
patio, amenities. \$475 656-2455

COUNTRY Living Duplex,
1684/471. 1-1, central A/H.
appliances, \$250 688-9000

ER Garage Apt, stove & refrig,
near 1151 W. French off Blanco
All bills paid, \$275, 341-0013

EFFICIENCY Apartment conven-
ient to SAC and Trinity AC,
carpeted, ceiling fan, \$240mo
bills paid, \$150 deposit, ask for
LARRY 735-5727 or 337-5238

EL MO TOWNHOUSES
2 bdrn, central heat/air, stove,
refrigerator. Sec. 8 ok \$340 mo
\$125 sec. dep. 349-2180

13

#7 Apartments # _____ and # _____

A. Abbreviations to learn: apts, conv., pd.,
wd conn., dep., mo., eff.,
appls., wkly., furn., unfurn.,
util., sec. dep., NE

B. Compare and contrast your two apartments:
cost, size, location, restrictions,
best feature, worst feature.

C. Based on the experiences of your group members:
1. What are three or four questions you will
ask the apartment manager?

2. What are the places you will inspect in
an apartment before renting?

3. What points will you consider in the
rental agreement (contract)?

#8 Listening Triads (Opinion Sharing)

Goal: To develop skills in active listening and the ability to paraphrase.

Process: 1. The facilitator discusses the goals of the activity.

2. Triads are formed.

3. Participants in each triad identify themselves as A, B, or C.

4. The facilitator distributes copies (or writes on the board) a list of topics. The topics may be selected by the class at a previous meeting.

5. The following instructions are given by the facilitator:

Participant A is the first speaker and chooses the topic to be discussed.

Participant B is the first listener.

Participant C is the observer.

The speaker must be sensitive to the capacity of the listener.

The listener must summarize in her/his own words without notes.

If the summary is thought to be incorrect at any point the speaker (and/or observer) is free to interrupt and to clarify.

The listener who is summarizing is not to interpret, distort, or respond to what the speaker has said.

A round will vary in time (3 to 5 minutes).

Round two has the same format except that the participants exchange roles. The new speaker (A) will select his own topic.

Topics for Discussion: Water fluoridation in San Antonio

Capital punishment

Government support of private education through tuition support.

Women's liberation

the effectiveness of the U.S. judicial (court) system

Socialized medicine

Competency testing for teachers

"No pass no play rule"

All-volunteer army vs. the draft

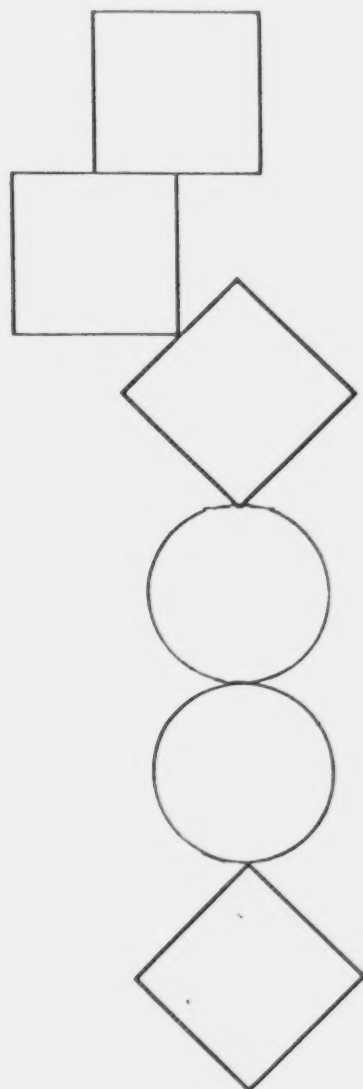
Drinking age of 21 yrs.

Maximum highway speed 55

Adapted from Pfeiffer and Jones Vol. 1 p. 31

#9 One or Two-way Communication

Volunteers take turns describing the figure to the class. Class members attempt to draw the figures. It is two-way communication if the listeners are permitted to ask questions of the speakers.



#10 Who Dunnit

The Who Dunnit activity is a "jigsaw" activity with the goal of discovering the murderer. The activity is adapted from material that is used at Southwest Texas State University in the training of law enforcement personnel. It requires communication by each member of the group in order to solve the crime. There is quite a bit of reading associated with the lesson and may be assigned for homework. The learners are not aware that each handout to group members has a piece of information different from all of the other handouts.

WHO DUNNIT?FACILITATOR'S INFORMATION SHEET:

Who Dunnit? is an effective simulation exercise which is used as an ice breaker and as an activity to foster group communication and cooperation. No solution can be found to this rather simple mystery unless all participants are willing to share the bits of information that only they have. The learning activity is given without any verbal directions to groups of five. After the mystery is solved, the purpose and its applicability to real life group situations are explained and discussed. It is hoped that this exercise, which can be used with criminal justice professionals, as well as, others in the helping profession, will serve as a stimulus for group activity, resource networking, and information sharing throughout any workshop or training session in which it is used.

Note: The sheets relating the mystery are coded by a series of dots and do not contain all the same information on each sheet. If they are to be duplicated, each sheet must be done so separately. Allow approximately one-half hour for this activity.

CLUES

- VERSIONS
- (6) Basic information
 - (7) Shoe size
 - (8) Lottman's alibi, dark sedan
 - (9) Blood type
 - (10) Weight

The guilty person in this crime is Patty Wilson.

WHO DUNNIT BRIEFING SHEET:

1. Assumption which need to be made explicit:
 - A. There is one solution.
 - B. All data are correct.
 - C. The group must agree on the solution to the mystery.
 - D. The group must work together to solve the mystery.
2. Instructions to the group:
 - A. You are a group of top Detectives that have been assigned to solve this matter.
 - B. Your task, as a group, is to single out one suspect and charge him with the murder of Martin Wilson. Circumstantial evidence may be used to identify and arrest one suspect. The remaining five suspects must be cleared for a specific reason, which you as a group must declare at the termination of the exercise. Data sheets will be supplied regarding the suspects. All of the information necessary for the solution of the case has been furnished for your team.

SUSPECT DATA SHEETS:

Wilson, Michael

M - W - 42

Height: 5'10"

Weight: 155

Hair: Brown/gray

Blood Type: B

Shoe: 9D

Eyes: Blue

Vehicle: 1972 Lincoln - Light Blue Sedan

Background: He resented his father's high living and spendthrift ways. He was known for his violent temper.

Wilson, Todd

M - W - 30

Height: 5'10 1/2"

Weight: 195

Hair: Blonde

Blood Type: B

Shoe: 9 1/2D

Eyes: Blue

Vehicle: 1981 Chrysler - Brown Sedan

Background: He always got along well with his father, but he owed several thousand dollars in gambling debts which his father would not cover.

Wilson, Patty

F - W - 34

Height: 5'9"

Weight: 165

Hair: Light Brown

Blood Type: A

Shoe: 8 1/2B

Eyes: Green

Vehicle: Chevrolet - Maroon Sedan

Background: She resented her father's dating of a woman younger than she and felt he was squandering the money that would someday be her inheritance

Lottman, Anthony

M - W - 73

Height: 5'10"

Weight: 170

Hair: White

Blood Type: A

Shoe: 9D

Eyes: Hazel

Vehicle: Station Wagon - Dark Blue

Background: He distrusted his partner and felt that his dishonest business practices would bring the business to the point of bankruptcy.

There was a fierce storm which had knocked out the electricity on the night Martin Wilson was killed. Nobody had been in the house except old man Wilson and Mary his housekeeper. Mary recounted the events of the evening for Inspector Browne.

"I was in my room at the back of the house when I heard a loud knock on the front door. Before I got to the front hallway, Mr. Martin had already answered the door and had taken the guest into his study. The door was shut, but I could hear voices from inside. He must have lit the candles on his sideboard because I could see a faint flicker of light under the door.

I could hear them shouting and I wondered who would have come out on such a terrible night to fight with Mr. Wilson. I looked out on the street and saw no cars except for one about one-half a block down. I heard someone yell, 'I hate you! I have always hated you.'

I went back to my room then because, I didn't think that I should be eavesdropping. Besides, Mr. Wilson had a terrible temper and he would have been angry if he caught me outside his door. I went to bed and fell asleep. I never heard another sound until about 2:00 a.m. when the lights and the TV came back on. Since the power was off, I had forgotten to turn them off before going to bed. I got up to turn them off, and decided to check the rest of the house. When I went to the front of the house, I noticed that the front door was not locked. Mr. Wilson always locked his doors. I thought that was very strange and wondered if he was still up.

I knocked on his study. There was no answer, so I knocked again. I called his name and when he didn't answer I went inside. Oh, it was terrible! When I turned on the light, I found him there. He was stabbed in the chest and blood was all over his shirt. He was just sitting there, slumped over a bit.

I screamed and then I called you, Inspector Browne."

Inspector Browne took notes on Mary's statement and began looking for clues.

The outside door at the rear of his study was open. Small traces of blood were found on a rusty hook on the door frame. Fresh footprints were found outside the door. The prints were somewhat distorted and were probably made by someone weighing between 160 and 175 pounds.

There was a fierce storm which had knocked out the electricity on the night Martin Wilson was killed. Nobody had been in the house except old man Wilson and Mary his housekeeper. Mary recounted the events of the evening for Inspector Browne.

"I was in my room at the back of the house when I heard a loud knock on the front door. Before I got to the front hallway, Mr. Martin had already answered the door and had taken the guest into his study. The door was shut, but I could hear voices from inside. He must have lit the candles on his sideboard because I could see a faint flicker of light under the door.

I could hear them shouting and I wondered who would have come out on such a terrible night to fight with Mr. Wilson. I looked out on the street and saw no cars except for one about one-half a block down. I heard someone yell, 'I hate you! I have always hated you.'

I went back to my room then because, I didn't think that I should be eavesdropping. Besides, Mr. Wilson had a terrible temper and he would have been angry if he caught me outside his door. I went to bed and fell asleep. I never heard another sound until about 2:00 a.m. when the lights and TV came back on. Since the power was off, I had forgotten to turn them off before going to bed. I got up to turn them off, and decided to check the rest of the house. When I went to the front of the house, I noticed that the front door was not locked. Mr. Wilson always locked his doors. I thought that was very strange and wondered if he was still up.

I knocked on his study. There was no answer, so I knocked again. I called his name and when he didn't answer I went inside. Oh, it was terrible! When I turned on the light, I found him there. He was stabbed in the chest and blood was all over his shirt. He was just sitting there, slumped over a bit.

I screamed and then I called you, Inspector Browne."

Inspector Browne took notes on Mary's statement and began looking for clues.

The outside door at the rear of his study was open. Small traces of blood, Type A, were found on a rusty hook on the door frame. Fresh footprints were found outside the door. The prints were somewhat distorted and were probably made by someone weighing under 190 pounds.

There was a fierce storm which had knocked out the electricity on the night Martin Wilson was killed. Nobody had been in the house except old man Wilson and Mary his housekeeper. Mary recounted the events of the evening for Inspector Browne.

"I was in my room at the back of the house when I heard a loud knock on the front door. Before I got to the front hallway, Mr. Martin had already answered the door and had taken the guest into his study. The door was shut, but I could hear voices from inside. He must have lit the candles on his sideboard because I could see a faint flicker of light under the door.

I could hear them shouting and I wondered who would have come out on such a terrible night to fight with Mr. Wilson. I looked out on the street and saw no cars except for a dark sedan one-half a block down. I heard someone yell, 'I hate you! I have always hated you.'

I went back to my room then because, I didn't think that I should be eavesdropping. Besides, Mr. Wilson had a terrible temper and he would have been angry if he caught me outside his door. I went to bed and fell asleep. I never heard another sound until about 2:00 a.m. when the lights and the TV came back on. Since the power was off, I had forgotten to turn them off before going to bed. I got up to turn them off, and decided to check the rest of the house. When I went to the front of the house, I noticed that the front door was not locked. Mr. Wilson always locked his doors. I thought that was very strange and wondered if he was still up.

I knocked on his study. There was no answer, so I knocked again. I called his name and when he didn't answer I went inside. Oh, it was terrible! When I turned on the light, I found him there. He was stabbed in the chest and blood was all over his shirt. He was just sitting there, slumped over a bit.

I screamed and then I called you, Inspector Browne."

Inspector Browne took notes on Mary's statement and began looking for clues.

The outside door at the rear of his study was open. Small traces of blood were found on a rusty hook on the door frame. Fresh footprints were found outside the door. The prints were somewhat distorted and were probably made by someone weighing under 190 pounds.

There was a fierce storm which had knocked out the electricity on the night Martin Wilson was killed. Nobody had been in the house except old man Wilson and Mary his housekeeper. Mary recounted the events of the evening for Inspector Browne.

"I was in my room at the back of the house when I heard a loud knock on the front door. Before I got to the front hallway, Mr. Martin had already answered the door and had taken the guest into his study. The door was shut, but I could hear voices from inside. He must have lit the candles on his sideboard because I could see a faint flicker of light under the door.

I could hear them shouting and I wondered who would have come out on such a terrible night to fight with Mr. Wilson. I looked out on the street and saw no cars except for one about one-half a block down. I heard someone yell, 'I hate you! I have always hated you.'

I went back to my room then because, I didn't think that I should be eavesdropping. Besides, Mr. Wilson had a terrible temper and he would have been angry if he caught me outside his door. I went to bed and fell asleep. I never heard another sound until about 2:00 a.m. when the lights and the TV came back on. Since the power was off, I had forgotten to turn them off before going to bed. I got up to turn them off, and decided to check the rest of the house. When I went to the front of the house, I noticed that the front door was not locked. Mr. Wilson always locked his doors. I thought that was very strange and wondered if he was still up.

I knocked on his study. There was no answer, so I knocked again. I called his name and when he didn't answer I went inside. Oh, it was terrible! When I turned on the light, I found him there. He was stabbed in the chest and blood was all over his shirt. He was just sitting there, slumped over a bit.

I screamed and then I called you, Inspector Browne."

Inspector Browne took notes on Mary's statement and began looking for clues.

The outside door at the rear of his study was open. Small traces of blood were found on a rusty hook on the door frame. Fresh footprints were found outside the door. The shoe size was between 8 and 9. It was somewhat distorted and was probably made by someone weighing under 190 pounds.

There was a fierce storm which had knocked out the electricity on the night Martin Wilson was killed. Nobody had been in the house except old man Wilson and Mary his housekeeper. Mary recounted the events of the evening for Inspector Browne.

"I was in my room at the back of the house when I heard a loud knock about 9:00 p.m. on the front door. Before I got to the front hallway, Mr. Martin had already answered the door and had taken the guest into his study. The door was shut, but I could hear voices from inside. He must have lit the candles on his sideboard because I could see a faint flicker of light under the door.

I could hear them shouting and I wondered who would have come out on such a terrible night to fight with Mr. Wilson. I looked out on the street and saw no cars except for one about one-half a block down. I heard someone yell, 'I hate you! I have always hated you.'

I went back to my room then because, I didn't think that I should be eavesdropping. Besides, Mr. Wilson had a terrible temper and he would have been angry if he caught me outside his door. I went to bed and fell asleep. I never heard another sound until about 2:00 a.m. when the lights and the TV came back on. Since the power was off, I had forgotten to turn them off before going to bed. I got up to turn them off, and decided to check the rest of the house. When I went to the front of the house, I noticed that the front door was not locked. Mr. Wilson always locked his doors. I thought that was very strange and wondered if he was still up.

I knocked on his study. There was no answer, so I knocked again. I called his name and when he didn't answer I went inside. Oh, it was terrible! When I turned on the light, I found him there. He was stabbed in the chest and blood was all over his shirt. He was just sitting there, slumped over a bit.

I screamed and then I called you, Inspector Browne."

Inspector Browne took notes on Mary's statement and began looking for clues.

The outside door at the rear of his study was open. Small traces of blood were found on a rusty hook on the door frame. Fresh footprints were found outside the door. The prints were somewhat distorted and were probably made by someone weighing under 190 pounds.

References

- Di Pietro, R. J. (1982). The open-ended scenario: A new approach to conversation. TESOL Quarterly, 16, 15-20.
- Dulay, H. C. & Burt, M. K. (1975). Creative construction in second language learning and teaching. In M. K. Burt & H. C. Dulay (eds.), ON TESOL '75 (pp. 21-32). Washington, D.C.: Teacher of English to Speakers of Other Languages.
- Littlejohn, A. P. (1983). Increasing learner involvement in course management. TESOL Quarterly, 17, 595-608.
- Pfeiffer, J. W. & Jones, J. E. (Eds.). (1974). A handbook of structured experiences for human relations training (Vols. 1-5). (rev. ed.). San Diego: University Associates.
- Roberts, J. (1983). Priorities in disseminating a "communicative" syllabus. In K. Johnson & D. Porter (Eds.), Perspectives in communicative language teaching (pp. 145-158). London: Academic Press.
- Scarella, R. C. (1978). Socio-drama for social interaction. TESOL Quarterly, 12, 41-46.
- Seelye, H. N. (1974). Teaching culture: Strategies for foreign language educators. Skokie, IL: National Textbook Company.
- Stevick, E. W. (1971). Adapting and writing language lessons. Washington, DC: Foreign Service Institute.
- Stevick, E. W. (1980). Teaching languages: A way and ways. Rowley, MA: Newbury House.
- Taylor, B. P. (1983). Teaching ESL: Incorporating a communicative student-centered component. TESOL Quarterly, 17, 69-88.
- Taylor, B. P. & Wolfson, N. (1978). Breaking down the free conversation myth. TESOL Quarterly, 12, 31-40.
- Via, R. A. (1972). English through drama. English Teaching Forum, 10, 3-7.
- Vogel, P., Brassard, M. L., Parks, S., Thibaudeau, S., & White, J. (1982). The communicative classroom; Tasks, materials, methodology. In A. Clarke & J. Handscombe (Eds.), On TESOL '82 (243-252). Washington, DC: Teachers of English to Speakers of Other Languages.